

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section of this page.

### **The remote curriculum: what is taught to students at home**

A student's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

#### **What should my child expect from immediate remote education in the first day or two of students being sent home?**

Students will either be invited to attend their lessons via Microsoft Teams or be told via email or Teams chat the work they need to cover. Resources may be limited to digital copies until they return to school.

#### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in science some subject matter might have the theory taught during live lessons but the practical element will have to wait until the students are back in the lab.

### **Remote teaching and study time each day**

#### **How long can I expect work set by the school to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

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| Key Stage 3 and 4 | 5 hours following the normal school timetable except on collapsed days |
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|  | for subjects such as PSHE/Careers etc. |
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## Accessing remote education

### How will my child access any online remote education you are providing?

The main delivery mechanism is Microsoft Teams. Your child has an office 365 account and they can login remotely to access live lessons. Live lessons will be scheduled as Team Meetings and students will be able to see this in their Teams calendar and or in their class Team posts. We will also use other resources for students to work on alone such as:

English – Bedrock for literacy catch-up,

Maths – Hegarty or Mathswatch for independent practice

Geography – Seneca Learning for consolidation of work previously covered

Science- kerboodle for accessing digital textbooks and resources; Educake for assessing knowledge; Focus elearning for experiment simulations

Computer Science – Year’s 7 and 8 students will access [Typing](#) for independent digital skills practice. Year’s 9, 10 and 11 students will access [SmartRevise](#) for retrieval practice tasks.

MFL (German / French) – [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) for independent listening, reading and grammar practice.

### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- Whenever possible if parents cannot provide laptops or tablets we will issue or lend laptops or tablets to students. Parents or carers should contact [office@bishopr.co.uk](mailto:office@bishopr.co.uk) if they require assistance.
- If students do not have an internet connection (for example, routers or dongles), parents or carers should contact [office@bishopr.co.uk](mailto:office@bishopr.co.uk) to find out how we can support their child.
- students will be able to collect printed materials from school if they do not have online access.
- students can leave work with the office if they do not have online access.

## **How will my child be taught remotely?**

We use a combination of the following approaches to teach students remotely:

- live teaching (online lessons) using Microsoft Teams – this is the main delivery method and we expect students to check in with their teacher at the start of every timetabled lesson.
- recorded teaching (e.g. video/audio recordings made by teachers using PowerPoint) – these enable students to work at their own pace and to go back through concepts if they are struggling.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## Engagement and feedback

### What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Students should join all online meetings in Teams promptly to match their normal school timetable.
- Parents can support their child's learning by, if possible, giving them a quiet place to study, away from distractions. Ideally, students should not be accessing their lessons from a mobile phone as this can be a distraction and the screen is too small for prolonged use. If possible, get them to leave their mobile phone in another room to avoid temptation.
- Parents can support their child by providing plenty of paper to use both for formal work and rough working out.
- Parents should encourage students if possible to get some fresh air during breaks and at lunch and not to spend that time on another screen!
- Parents are requested not to sit in on their child's lessons as this not only inhibits your child, as they need to work independently, but is also concerning from a safeguarding perspective for other students who are also in the lesson.

### How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- We will check students' engagement with remote education by using the attendance data in the Teams meeting. However, students could just join the meeting then take no further part in the lesson so we will ask questions during the lesson, not only to check for understanding but also to ensure that students are focused.
- Students will still be given assignments to do in Teams and these will be linked to the lesson content.
- Lateness or lack of attendance is recorded on SIMS and the Heads of Year monitor this. The class teacher in the first instance will contact the student to explain why they didn't attend. This will usually be informally through Teams Chat or via email. It is at the teacher's discretion to decide on next steps. Heads of Year will look for repeat attendance breaches and will contact parents if the problem is not resolved with the student.

### How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked

automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on student work is as follows:

- The methods of assessment include questioning students during Teams meetings in chat, Teams Assignments, Annotating photographs of students work, Microsoft Forms multi-choice quizzes, assessment software developed for specific subjects such as Bedrock for English, Hegarty or Mathswatch for Maths and Pearson active learn for MFL.
- Students should expect to have some form of feedback on a regular basis through interactive Teams chat in live lessons, and with more formal assessment which is in line with our normal policy.

## **Additional support for students with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

- Regular communication with parents to support them with home learning. This is in the form of:
  - Phone conversations
  - Email check ins and resources provided
  - Call's over teams with the parents present to explain how to use Teams; from uploading work to assignments to accessing the calendar.

## **Remote education for self-isolating students**

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school. However as soon as possible, we will invite students into the lesson via a live Teams meeting and they can follow the lesson by listening to the teacher, sharing the teacher's whiteboard on their device at home and by being encouraged to ask questions through Teams chat.

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

The only difference will be that students being taught remotely will not have access to hard copies of text books, worksheets and other materials used in the classroom but we will endeavour to produce digital copies for them to access as soon as possible and they will receive a copy of notes/handouts upon their return if it is not possible to have them collected from school.